

Pupil premium strategy statement – Aycliffe Drive Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	23% <i>77 eligible for Pupil premium funding</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 to 2027-28
Date this statement was published	5 th November 2024
Date on which it will be reviewed	November 25
Statement authorised by	Katie Atkinson
Pupil premium lead	Hasmita Halai
Governor / Trustee lead	Steve Preston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,560
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,560

Part A: Pupil premium strategy plan

Statement of intent

At Aycliffe Drive we believe that all pupils, irrespective of their background or the challenges that they face, should make good progress and achieve high attainment across all subject areas. We believe strong foundational knowledge is key for high-quality education and later success. There is a particular focus placed on our disadvantaged children to ensure that we mitigate against any barriers to achievement and diminish any attainment or progress differences between groups of children. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We design a sequential curriculum based on the context of our cohort and community, inclusive of any individual need. A curriculum that will provide children with the knowledge they need for subsequent learning, which is regularly reviewed and refined. We want children from all backgrounds, to have high aspirations for themselves and their future. The intention of our high-quality teaching, SEND provision and SEMH support is for all children to leave Aycliffe Drive equipped with the skills to overcome barriers to learning and access opportunities to develop cultural capital.

In line with our culture of having high aspirations for all pupils, we systematically monitor the progress and attainment of our children with the clear aim that all children succeed. We use a number of diagnostic assessments to identify gaps in learning and to formulate strategies based on our analysis.

We ensure that disadvantaged children are a high priority for all leaders and staff across the school. We prioritise building fluency of foundation knowledge that allows children to be confident and successful with their learning, acting swiftly where there is need for additional provision. This provision is closely monitored to ensure agreed outcomes are achieved. There is flexibility in this provision to ensure that it continues to provide impact.

We have identified several challenges for learning that include 1. poor communication and language skills, 2. early English skills: phonics/reading/writing, 3. early mathematical number skills, 4. low attendance, 5. SEND and 6. SEMH.

By focussing on these challenges, our intention is for disadvantaged pupils to “keep up with” non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

In the report below are details regarding the individual challenges and the intended outcomes.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>At Aycliffe Drive, we recognise that talking is an essential part of everyday existence and the need for oracy development across all pupils is a vital part of learning (school improvement priority). Assessments, observations and discussions with pupils show underdeveloped oral language skills and gaps in vocabulary among many disadvantaged pupils.</p> <p>Our EYFS baseline indicated pupils know specific vocabulary to identify objects however, 27 (out of a cohort of 45 pupils) did not have the language ability to form answers to retell a story in their own words. This indicates pupils arrive at Aycliffe lower than age-related expectations.</p> <p>We recognise that, across all key stages, understanding and using words is an essential foundation to accessing learning: learning stems and speaking frames. We know that pupils need to orally rehearse what they want to write before composing writing.</p>
2	<p>At Aycliffe Drive, attainment data indicates need for rapid improvement in phonics data. 77% of Year 1 children achieved the National Standard, however only 57% of pupil premium attained this.</p> <p>Assessments, observations and discussions with pupils across all key stages tell us that there is a progress and attainment gap in reading and writing for disadvantaged pupils (IDSR significantly below national at 25%).</p>
3	<p>EYFS baseline indicates an early need to secure number skills at a foundational level. KS1 assessments show 68% of pupils achieved national standard in Maths, however only 33% of pupil premium attained this.</p> <p>As a result of pupil voice, it was identified that pupils (particularly by those in KS1 and early KS2) struggle with the language of reasoning questions. This has been reflected in the key stage assessments.</p> <p>Assessments, observations and discussions with pupils across all key stages tell us that there is a progress and attainment gap in maths for disadvantaged pupils (IDSR significantly below national at 25%).</p>
4	<p>At Aycliffe Drive, analysis of pupils' attendance across all key stages tells us that there is a gap between disadvantaged pupils and their peers.</p>
5	<p>Currently 38% of our Pupil Premium cohort have SEND provision, some with complex needs. Assessments and observations indicate the need to build strong foundational knowledge targeted towards pupils who require additional scaffolding or adaptation to access learning.</p>
6	<p>There is a high level of social care needs amongst some families where children are eligible for Pupil Premium, resulting in SEMH (Social, Emotional Mental Health issues), reduced ability to support children at home and little access to enrichment activities. Since covid 19 there has been a significant increase of levels of anxiety amongst all pupils, but particularly those who are disadvantaged.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All children from disadvantaged backgrounds (individual needs permitting) will reach age-related expectations in each year group in reading/phonics/writing.</p>	<p>Pupils at the end of Reception will reach the expected standard for English.</p> <p>Pupils will pass the phonics screening at the end of Year 1 in line with national standards.</p> <p>Pupils will reach the expected standard for reading & writing at the end of Key Stage 2 in line with national standards.</p>
<p>All children from disadvantaged backgrounds (individual needs permitting) will reach age-related expectations in each year group in Maths.</p>	<p>Pupils at the end of Reception will reach the expected standard for Maths in line with national standards.</p> <p>Year 4 pupils will pass the Multiplication Test in line with national standards.</p> <p>Pupils will reach the expected standard for Maths at the end of Key Stage 1 and Key Stage 2 in line with national standards.</p>
<p>All children from disadvantaged backgrounds (individual needs permitting) will use age-appropriate subject specific vocabulary in each year group.</p>	<p>Pupils will be able to use identified subject-specific vocabulary to explain their learning.</p> <p>Pupils will use age-appropriate, subject-specific vocabulary in their writing across the curriculum.</p> <p>Pupils use effective oracy skills to discuss learning content and support or challenge opinions/ideas/answers.</p>
<p>All children from disadvantaged backgrounds (individual needs permitting)</p>	<p>Pupils will have 96% or above attendance.</p>
<p>All children from disadvantaged backgrounds with SEND or SEMH will achieve success in their classrooms across all key stages.</p>	<p>Pupils with SEND will access the curriculum with appropriate adaptations or in rare cases their individualised curriculum.</p> <p>Pupils with SEND will make good progress across the curriculum.</p> <p>Pupils with SEMH will feel less anxious about school.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the ambition and clarity of the curriculum to ensure pupils – particularly disadvantaged - achieve well, building on prior knowledge and focusing on the important knowledge and skills. Working with advisors from HfL to work with leads on the following subjects: Computing, Art, DT, RE, Science. Building CPD to work with leads and teachers to implement effective lessons based on the curriculum intent and overview/progression of each subject.</p>	<p>Education Endowment Foundation Effective Professional Development Guidance Report.</p> <p>‘There is evidence that it is the quality of teaching that can make the biggest difference to children’s learning.’ ‘Ensuring that teachers are provided with high quality Professional Development is therefore crucial in improving pupil outcomes’</p> <p>Recent Ofsted inspection highlighting what the school needs to do better so as not to disproportionately impact on disadvantaged/vulnerable children.</p>	<p>1-6</p>
<p>Bespoke CPD sessions & Coaching sessions to develop high quality teaching. Professional Development is evidence based. This includes building knowledge, motivating staff, developing teaching techniques and embedding practice Professional development aligns with the needs of the school and individuals.</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. – EEF Menu of Approaches</p>	<p>1, 2, 3, 5</p>
<p>Disadvantaged pupils receive necessary support in class to keep</p>		

<p>up with the national standard at which they are working or make progress to achieve their personal target – if needs of a pupil mean they are working lower than age-related.</p>		
<p>To embed a whole school approach on the importance of deliberate practice and securing foundational skills of learning.</p>	<p><i>Osted press release 8th October 2024</i> <u>A strong foundation in Reception and key stage 1 sets children up for success</u> Evidence indicates that strong curriculum and teaching have greatest impact on children who begin school with the lowest starting points.</p>	<p>1 - 6</p>
<p>To embed a whole school approach on the importance of retrieval practice.</p>	<p><u>EEF report Cognitive Science Approaches In The Classroom: A Review Of The Evidence</u> Evidence suggests that robust retrieval practice combined with effective spaced learning indicates that information is more easily accessible and that this accessibility is more durable. Cognitive science informs us that memory has a 'strength', referring both to how easily something can be recalled and how deeply information is embedded.</p>	<p>1 - 6</p>
<p>Provision of a specialist member of staff to support identified children with regard to social, emotional and mental health /wellbeing</p> <p>To help children label and recognise emotions and to self-manage/self-regulate</p>	<p><u>Improving Social and Emotional Learning in Primary School-Guidance Report EEF</u> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income</p> <p><u>EEF Toolkit</u> Social and Emotional Learning-moderate impact for very low cost</p> <p>INCO also completing a qualification in the use of DESTY island. This is focused on emotional resilience and literacy.</p>	<p>1,4,5,6</p>
<p>CPS to support communication and language approaches in high quality teaching</p>	<p>Advisor meetings with subject leaders where subject and age appropriate has been discussed and incorporated into planning.</p>	<p>1,2,6</p>

<p>To support a member of staff to complete NPQ programme which will increase their knowledge and understanding of how to strategically develop the school's practice in teaching and learning.</p>	<p>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches – EEF Menu of Approaches</p>	<p>1, 2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £63,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify age appropriate and subject specific language to be taught in all curriculum subjects.</p>	<p>Our analysis identifies that for many of our disadvantaged pupil's language and language skills are a key barrier to learning. This was discussed in all leadership meetings when designing the curriculum and has been identified for most curriculum subjects.</p>	<p>1, 2, 3, 5, 6</p>
<p>Attention Autism/ targeted group of reception and KS1 pupils.</p> <p>Wellcomm assessment have been carried out with all nursery aged children for early identification of needs.</p> <p>NELI with a group of identified pupils to identify early language difficulties and to improve children's language skills.</p> <p>Black Sheep with a group of children in year 1 to improve developmental language disorder and speech and communication needs.</p>	<p>We have observed significant measurable progress with our pupils after using Attention Autism, Wellcomm, NELI and Black Sheep successfully over the past 2 years. Evidence available.</p>	<p>1, 4, 6</p>

<p>Provision of focused and intensive phonics support to pupils who have not made the expected level of progress within Reception, Year 1 or Year 2.</p>	<p>Phonics Teaching and Learning Toolkit EEF</p> <p><i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</i></p>	<p>1, 2</p>
<p>Daily reading and reading groups supported by specialist staff and TA.</p>	<p>Reading results are improving but continue to be below or just in line with the national average. Greater depth standard needs to improve, as data shows significantly lower than national average.</p>	<p>1 and 2.</p>
<p>To implement the Essentials Maths higher level package, which provides diagnostic testing for pupils, identifying gaps in learning so that support can be targeted.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Mathematics guidance Key stages 1 and 2</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p> <p><i>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</i></p>	<p>3</p>
<p>Working with individuals and small groups of pupils with SEMH needs and liaising with outside professionals.</p>	<p>Further training for mental health lead. Engaged MHST practitioner to work with children and families one day a week. The school have purchased Dacorum Family Links Support Services to work with families with specific needs.</p> <p>Mental Health lead has completed ELSA training in July 2024 and is currently engaged in supervision. ELSA's aim is to make children happy in school and to reach their potential socially, emotionally and academically. They understand the barriers to learning and help children to find solutions.</p> <p>Mental health lead also completed DfE Senior Mental Health qualification.</p>	<p>1,4, 6</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural capital Forest and outdoor learning activities for Nursery onwards (EYFS teacher completing qualification in Forest School)</p>	<p>Outdoor opportunities for all areas of the curriculum are provided to reinforce learning, including forest school experiences for PPG children.</p> <p>Progress is improved because of better speech and language, including improved vocabulary.</p> <p>Outdoor learning enables all children to achieve with a degree of challenge, assessing risks, building confidence and self-esteem and encouraging the perseverance that will help to build resilience.</p>	<p>1, 4, 5, 6</p>
<p>Securing good attendance for all pupils including those with pupil premium and other vulnerable children</p>	<p>Aycliffe Drive regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place. Securing good attendance is not seen in isolation at Aycliffe Drive and involves the identification of barriers, building strong relationships with families, sometimes involving Dacorum Family Support, addressing any behaviours, bullying, SEN needs, pastoral and mental health and wellbeing and effective use of resources including pupil premium. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Leadership use of WONDE by the DfE to make comparisons and further improvement.</p>	<p>4</p>
<p>SENCo soft start for pupils who are reluctant to come into school. x3 weekly attention autism</p>	<p>20 minute club, run by the SENCo, for a small number of children where they carry out interesting activities that will encourage them into school on time.</p>	<p>4, 5, 6</p>

Breakfast club for 3 pupils for whom we have made this provision to improve attendance with breakfast club leader (school teaching assistant)	Breakfast club provided free for targeted children where attending will improve their attendance and provide them with an enjoyable start to the day.	4, 6
Doodle subscription for SPAG/Reading/Maths/Time Tables Literacy toolbox: Reading fluency	Targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. 1:1 computer application with a diagnostic assessment device to create a bespoke programme to address gaps in knowledge and allow deliberate practice.	1 - 6

Total budgeted cost: £106,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024 KS2 data reveals that 25% (4 out of 16) of disadvantaged pupils were working at or above the combined reading, writing and maths standard (Aycliffe Drive 25%, national 45%)

62.5% (10 out of 16) of the 2024 disadvantaged pupils were working at or above the reading standard (national 61%). The gap has widened between disadvantaged and non-disadvantaged (80.8%) in reading.

56.3% of the 2024 disadvantaged pupils were working at or above the writing standard compared to the 58% nationally. There is no significance between our disadvantaged and non-disadvantaged in terms of not attaining the national standard (non-disadvantaged pupils at 30.8%).

23% of the 2024 disadvantaged pupils were working at a higher standard in writing compared to 6.5% nationally. There was no gap between disadvantaged and non-disadvantaged pupils.

62.5% of the 2024 disadvantaged pupils were working at or above the maths standard compared with 59% nationally. There was a significant gap between disadvantaged and non-disadvantaged pupils in maths. Disadvantaged pupils 62.5% and non-disadvantaged 80.8%.

56.3% of the 2024 disadvantaged pupils were working at or above in GPS compared to 59% nationally.

The data shows that there are apparent gaps in attainment between disadvantaged and non-disadvantaged pupils. These gaps need to focus on combined data, reading and maths.

The Pupil Premium lead for 2024-2025 is the lead teacher for Y6 and has a renewed focus on data at the national standard. This is also focus for all other years, particularly tracking combined data.

Externally provided programmes

None.

